

Berkeley Middle

320 North Live Oak Drive
Moncks Corner, SC 29461

Grades 6-8 Middle School

Enrollment 1,223 Students

Principal Susan G. Gehlmann, Ed.D. 843-899-8840

Superintendent Dr. J. Chester Floyd 843-899-8600

Board Chair Kathleen Bounds 843-761-5437

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	2	13	27	2

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Below Average	Below Average	No
2006	Below Average	Unsatisfactory	No

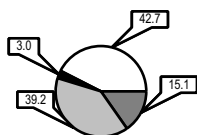
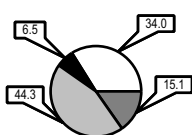
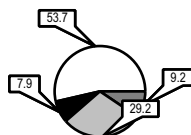
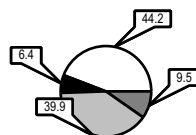
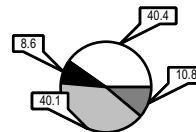
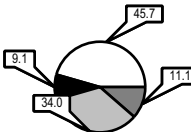
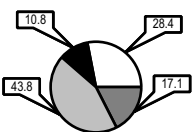
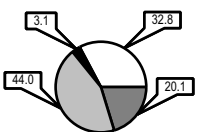
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	97.6
English 1	94.3	95.4
Biology 1/Applied Biology 2	N/A	44.5
Physical Science	N/A	62.6
All Subjects	96.8	95.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	1,148	99.3	43.2	38.9	15.0	3.0	26.3	No	Yes
Gender									
Male	550	99.5	52.7	37.2	8.6	1.5	18.4	N/A	N/A
Female	598	99.2	34.4	40.5	20.9	4.3	33.7	N/A	N/A
Racial/Ethnic Group									
White	666	98.9	33.9	44.9	17.5	3.7	32.2	Yes	Yes
African American	445	100.0	55.7	30.7	11.8	1.9	18.2	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	96.3	63.6	22.7	9.1	4.5	18.2	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	963	99.5	34.5	44.2	17.7	3.5	31.1	N/A	N/A
Disabled	185	98.4	88.5	10.9	0.6	0.0	1.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,148	99.3	43.2	38.9	15.0	3.0	26.3	N/A	N/A
English Proficiency									
Limited English Proficient	23	95.7	78.9	10.5	5.3	5.3	10.5	I/S	I/S
Non-Limited English Proficient	1,125	99.4	42.6	39.4	15.1	2.9	26.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	678	99.3	52.3	35.6	10.6	1.6	19.2	No	Yes
Full-pay meals	470	99.4	30.4	43.5	21.2	4.9	36.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	1,149	99.3	34.3	44.2	15.0	6.5	33.0	Yes	Yes
Gender									
Male	551	99.1	38.2	44.3	12.1	5.4	29.2	N/A	N/A
Female	598	99.5	30.7	44.0	17.8	7.5	36.6	N/A	N/A
Racial/Ethnic Group									
White	666	99.1	27.5	44.8	18.8	8.9	40.9	Yes	Yes
African American	446	99.8	43.9	43.6	9.9	2.6	21.9	No	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	27	96.3	45.5	36.4	9.1	9.1	22.7	I/S	I/S
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	963	99.6	26.2	48.5	17.7	7.7	38.7	N/A	N/A
Disabled	186	97.8	77.0	21.8	1.1	0.0	3.4	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,149	99.3	34.3	44.2	15.0	6.5	33.0	N/A	N/A
English Proficiency									
Limited English Proficient	23	95.7	47.4	36.8	5.3	10.5	15.8	I/S	I/S
Non-Limited English Proficient	1,126	99.4	34.1	44.3	15.2	6.4	33.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	679	99.1	41.4	43.9	11.3	3.3	24.6	Yes	Yes
Full-pay meals	470	99.6	24.3	44.5	20.3	10.9	45.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	1,149	98.8	53.7	29.3	9.2	7.9	17.0
Gender							
Male	551	98.7	56.6	25.0	9.4	8.9	18.3
Female	598	98.8	51.0	33.2	8.9	7.0	15.9
Racial/Ethnic Group							
White	666	98.5	44.6	31.8	12.3	11.3	23.6
African American	446	99.6	66.5	26.2	4.7	2.6	7.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	27	92.6	61.9	23.8	4.8	9.5	14.3
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	963	99.3	47.6	32.5	10.6	9.4	19.9
Disabled	186	96.2	86.0	12.2	1.7	0.0	1.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,149	98.8	53.7	29.3	9.2	7.9	17.0
English Proficiency							
Limited English Proficient	23	91.3	77.8	16.7	0.0	5.6	5.6
Non-Limited English Proficient	1,126	98.9	53.3	29.5	9.3	7.9	17.2
Socio-Economic Status							
Subsidized meals	679	98.7	63.9	25.4	6.3	4.4	10.7
Full-pay meals	470	98.9	39.2	34.8	13.2	12.8	26.0

Social Studies							
All Students	1,149	98.9	44.1	40.1	9.4	6.4	15.8
Gender							
Male	551	99.1	45.5	35.9	10.0	8.6	18.6
Female	598	98.7	42.8	44.0	8.9	4.3	13.2
Racial/Ethnic Group							
White	666	98.5	38.2	41.7	11.3	8.8	20.1
African American	446	99.8	51.9	38.9	6.4	2.8	9.2
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	27	92.6	52.4	28.6	14.3	4.8	19.0
American Indian/Alaskan	6	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	963	99.2	37.6	44.2	10.7	7.5	18.2
Disabled	186	97.3	77.6	19.0	2.9	0.6	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	1,149	98.9	44.1	40.1	9.4	6.4	15.8
English Proficiency							
Limited English Proficient	23	91.3	66.7	22.2	11.1	0.0	11.1
Non-Limited English Proficient	1,126	99.0	43.7	40.4	9.4	6.5	15.9
Socio-Economic Status							
Subsidized meals	679	98.8	51.9	38.3	5.8	3.9	9.8
Full-pay meals	470	98.9	33.0	42.6	14.6	9.9	24.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	99.8	43.9	35.1	15.2	5.8	21.0
	7	386	100.0	36.1	47.8	13.9	2.2	16.0
	8	381	100.0	35.7	42.4	18.0	3.9	21.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	426	99.5	49.1	30.3	16.8	3.8	20.6
	7	369	98.9	43.6	40.2	13.9	2.3	16.2
	8	353	99.4	35.8	47.6	13.9	2.7	16.6
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	99.8	25.3	44.2	21.5	9.1	30.6
	7	386	99.7	34.3	38.1	18.0	9.5	27.5
	8	381	100.0	39.3	43.3	12.4	5.1	17.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	426	99.8	32.0	44.0	17.3	6.8	24.0
	7	369	98.4	29.9	46.2	16.6	7.3	23.8
	8	354	99.7	41.5	42.4	10.9	5.3	16.2
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	100.0	52.4	27.5	10.6	9.6	20.2
	7	385	100.0	45.2	37.1	8.2	9.5	17.7
	8	381	100.0	48.0	31.2	11.5	9.3	20.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	426	99.1	65.5	22.9	8.1	3.5	11.6
	7	369	98.4	48.8	29.1	10.8	11.3	22.1
	8	354	98.9	44.8	36.9	8.8	9.4	18.3
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	434	99.8	38.1	40.4	12.9	8.6	21.5
	7	385	100.0	52.9	32.4	8.4	6.3	14.7
	8	381	100.0	36.0	43.5	13.5	7.0	20.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	426	99.3	39.2	43.0	11.1	6.8	17.8
	7	369	98.4	55.8	32.3	4.9	7.0	11.9
	8	354	98.9	37.9	44.7	12.1	5.3	17.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,223)				
Students enrolled in high school credit courses (grades 7 & 8)	15.3%	Up from 10.9%	15.0%	16.7%
Retention rate	7.6%	Down from 7.8%	2.3%	2.5%
Attendance rate	95.4%	Down from 95.5%	96.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.1%	Down from 6.5%	0.2%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.1%	Down from 6.3%	0.2%	1.0%
Eligible for gifted and talented	11.7%	Down from 12.0%	16.0%	15.6%
On academic plans	45.4%	N/AV	45.6%	39.9%
On academic probation	1.5%	N/AV	0.6%	0.7%
With disabilities other than speech	13.4%	Down from 17.0%	13.4%	12.4%
Older than usual for grade	9.1%	Down from 9.6%	4.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.3%	Up from 0.8%	1.2%	0.9%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 73)				
Teachers with advanced degrees	60.3%	Down from 62.5%	48.4%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	4.6%	N/A	7.1%	9.1%
Teachers with emergency or provisional certificates	3.2%	Up from 0.0%	5.2%	5.6%
Teachers returning from previous year	81.6%	Down from 82.1%	83.4%	84.6%
Teacher attendance rate	95.0%	Up from 94.7%	95.0%	94.8%
Average teacher salary	\$44,563	Up 1.2%	\$41,281	\$42,267
Prof. development days/teacher	13.5 days	Up from 10.1 days	12.6 days	11.9 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	22.9 to 1	Down from 23.3 to 1	20.4 to 1	21.1 to 1
Prime instructional time	89.1%	Down from 89.2%	89.1%	89.0%
Dollars spent per pupil*	\$6,096	Up 16.4%	\$6,053	\$6,243
Percent of expenditures for teacher salaries*	55.3%	Down from 56.0%	61.0%	59.8%
Percent of expenditures for instruction*	58.9%		66.0%	65.2%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	91.0%	Down from 92.5%	97.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

* or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Berkeley Middle School (BMS) is accredited by the Southern Association of Colleges and Schools. Our school continues to meet the goals of our five-year school renewal plan. These goals, a collaborative effort of all representatives of our School Improvement Council, assure that learning and improvement are continuous.

BMS is a Title I school that serves approximately 1,200 students. Our Title I funding provides tutorial assistance for students, professional development activities for teachers, and various parenting activities. These funds are used to purchase additional classroom resources to supplement our instructional program. BMS is involved in an ongoing three-year construction project. The classrooms are in the process of being remodeled. A new building houses offices for administrators and guidance counselors as well as a new gym, media center, cafeteria, and multi-purpose room.

Our teachers show commitment to professional growth and development by completing graduate courses, working on advance degrees, and attending staff development workshops that stress using best practices in education today. BMS has 32 students involved in the strings music program and 148 students in the band. Our school is represented in All-County, All-Region and All-State strings and band. Our chorus program will be implemented at all grade levels due to increased student requests and participation. Fourteen students were identified as South Carolina Junior Scholars and 60 were identified as possible Duke TIP Scholars. Academic teams participated in Trident Technical College's Quest Competition. The Technology Club participates in two Lego Robotics competitions, a bridge building competition at The Citadel, and in the statewide Student Technology Association competition. The eighth grade journalism class is responsible for publishing our yearbook. Eighth grade students may receive up to four high school credits toward their diploma by enrolling in courses such as Spanish I, French I, Honors ELA, Algebra I, or Keyboarding. BMS continues to support our High Performance Partnership with Santee Cooper. Our school is an America's School of Promise site and received a Red Carpet Award from the State Department of Education.

No school is as good as it can be. BMS needs to address several areas of concern in mathematics, language arts, science, and social studies in order to improve opportunities for all students. The following programs are examples of some of the improvement strategies being implemented: William and Mary ELA units, Six Plus One Writing Traits, STAR Math, STAR Reading, Accelerated Reading, Thinking Maps, Algebra 1, Science Kits, and Honors English. Students are assessed with the Measures of Academic Progress (MAP). This instrument provides all teachers with diagnostic information to enhance each student's instruction. STAR Buddies are grouped with certified teachers to form a mentoring program. After school tutorial assistance is provided through A-Star and Homework Help. We move forward with the shared vision that Berkeley Middle School is a community of learners.

Dr. Susan G. Gehlmann, Principal

Mrs. Laurie Carter, Chair of the School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	69	327	145
Percent satisfied with learning environment	65.2%	71.4%	71.1%
Percent satisfied with social and physical environment	62.3%	66.8%	57.7%
Percent satisfied with school-home relations	55.9%	80.5%	76.9%

*Only students at the highest middle school grade level at this school and their parents were included.